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Educational Television Series 1968-69

Teachers' Guide

DEPT. OF EDUCATION
HISTORICAL COLLECTION

Social Studies JUNIOR DIVISION

People and Places

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

SOCIAL STUDIES
Junior Division

PEOPLE AND PLACES

12 programs, 20 minutes each.

Designed for pupils in Grades 4, 5 and 6, but of interest to those in the Intermediate Division.

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Please send comments and inquiries to:

Assistant Superintendent,
Social Sciences,
Education Section,
ETV Branch,
1670 Bayview Ave.,
Toronto 17.

Scheduling for this series can be found in the monthly ETVO SCHEDULE sent to all teachers. For long-term planning, reference can be made to the ETV Schedule (Calendar), which lists programming from October to June and was mailed to all teachers. However, it is most important to check the monthly ETVO SCHEDULE for the last minute changes always involved in extensive programming.

* These titles are tentative.

INTRODUCTION

In devising this series, the assumption was made that area studies could profitably differ from regional studies in narrowing the focus of attention to a local community as it has developed in a particular environment or setting. The programs, therefore, are not surveys or systematic studies. Rather, they allow the viewer to meet the people of a particular locality. Thus exposed to the people, their activities, and the sights and sounds of the environment, the viewer can respond at the level he finds suitable. He can express his own feelings, speculate on the meanings suggested by the viewing experience and do follow-up study or project work. Nine of the programs were created by Educational Television of Ontario, and three acquired from other sources. It is suggested that teachers may wish to have pupils couple these programs with some of the "Child Life in Other Lands" programs, which were created for the primary division, but which may be of interest at the junior level. In particular, those related to Barcelona, Brittany, and Trinidad may prove useful.

PROGRAMS ON BRITTANY

The general aims of this sub-set of two programs are as follows: to acquaint the students with the sea economy at St. Malo and to link the modern city with its historical past; to show the relationship between the sea and the land as in the Gulf of Morbihan; and to compare and contrast the people of Brittany with those of the east coast of Canada.

PROGRAM 1

ST. MALO

It is the purpose of this program to show the influence of the sea on the people living near it, and to acquaint students with a certain kind of sea economy.

PROGRAM CONTENT

The program opens with Jean-Michel Tachet, a fisherman's son from St. Malo, who decides to evade the daily chore of unloading his father's fish and roam the old city. He plays about the ancient ramparts above the beaches and rocks and reflects on the pull of the sea. Once every Malouin was a fisherman, and even yet Jean's father owns a boat while one brother is enrolled at the Apprentices' School in preparation for a life of deep-sea fishing off the coast of Newfoundland. He wonders if he too will go to sea. St. Malo has produced famous sailors like Surcouf the Pirate and Jacques Cartier.

He wanders to the *Centre Ville.* In the crowded, narrow streets the old jostles the new: Malouin ladies selling shrimps and shiny new cars, religious statues and tourist souvenirs, ancient signs above shops selling modern wares. Jean orders a *crêpe* from an outdoor café, then hurries to the fish market where the sounds of a *bagad* can be heard. The *bagad,* a Breton folk-dancing group, is accompanied by two instrumentalists playing the *biniou,* a form of bagpipe, and the *bombarde,* a wind instrument. The girls are wearing the lace coif of the St. Malo area.

Finally, Jean goes to the wharf to watch the apprentices learning to row. He meets his brother and they go home for a meal.

Throughout the program we are aware of of the conflicts within Jean-Michel: the pull of the sea against the knowledge that the sea is hard and demanding, and the contrasts of twentieth-century living within an old setting.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Establish the position of Brittany in relation to France and Canada, and the sea as its most important geographic feature.
2. Look at paintings of Brittany by modern French painters, or pictures of Brittany in travel books.

SUGGESTED POST-VIEWING ACTIVITIES

1. Discussion which arises from the program might focus on the following.
   - Why there was a conflict in Jean-Michel's mind about being a fisherman.
   - A comparison of his brother's life on a deep-sea fishing schooner with his father's life, or with the life of a cabin-boy in the sixteenth-century.
   - How Jean-Michel's life is similar to that of a Canadian boy.
   - How the Bretons are similar to Canadians and how they are different. Why?
2. Further topics of study:
   Tides — why tides happen, types of tides, their effects. (at St. Malo the high tide rises 24 to 26 feet).
   Fishing — the types of fish and methods compared to the Maritimes.
   — how changing methods affect the fisherman's life.
   Piracy — life and adventures of a famous pirate, and why he became one; for example, Surcouf. What was his effect on history?
   Tourism — evidences of tourism at St. Malo.
   — how tourism benefits a community.
   Celts — why the Bretons play bagpipes and wear kilts.
   — the origins of the Bretons, and the name Brittany.
3. Art activities could use the following subjects:
   The Fish Market
   The Ramparts
   Centre Ville
4. Sea chanties could be learned and sung.

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GOSSE, P. *History of Piracy.* London: Cassell & Co., 1954.

RENWICK, G. *Sea-Girt Brittany.* Evans Bros., 1951.

STERN, L. & P. *Beyond Paris: A Touring Guide to the French Provinces.* Toronto: George J. McLeod Ltd., 1967.

PROGRAM 2

LOCMARIAQUER

The purpose of this program is to show the inter-relationship of farming and fishing in the coastal areas of Brittany.

PROGRAM CONTENT

Two cousins, Yannick and Michel, are seen riding huge Breton horses along a beach on the Gulf of Morbihan. They return to their grandfather's farm, and later at the family dinner table, it is discovered that Grandfather's radio has broken. The boys decide to earn money to buy him a new one. To earn this money, they work on the farm unloading bracken to be used in the animal stalls. They pick apples for home-brewed cider and help at nearby oyster beds, inspecting the baby oysters on the tiles.

As the boys pursue their tasks, we are aware of the strong link between the land and the sea. We are also aware of sharp contrasts: the reliable Breton farmhorse beside the new tractor, the old buildings and old methods co-existing with the prosperous, commercial oyster industry.

The program ends with the excitement of giving Grandfather his new radio.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Look at a map of Brittany to establish the position of the Gulf of Morbihan and to determine how far from the sea the most inland town is. This approximate distance might be compared to known distances in the students' own area. Discuss what relationship there might be between the occupations of people living on the coast and those living inland. Would this relationship be greater in country places or in towns? Would it be greater nearer to or further from the coast?

SUGGESTED POST-VIEWING ACTIVITIES

1. Discuss the relationship between the land and the sea and how the presence and utilization of natural resources govern what people do for a living. Compare them with your own area.
2. Discuss the uses of old and new tools in Brittany and in your own area, and the value of each. Consider the proverb "Necessity is the mother of invention", and relate it to the way that the Bretons have made use of their environment.
3. Consider the old European concept of family living, and see how it applies in Canada.
4. Compare life in Brittany and the Maritimes on the basis of climate, resources, people, and way of life.
5. Research or projects may be conducted on the following topics:
   - oysters for food or for pearls: their cultivation methods, growth, food, preferred environment, critical periods, harvest, and uses.
   - the growth, cultivation, and uses of seaweed.
   - the making of apple cider.

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CARSON, RACHEL. *The Edge of the Sea.* Panther Books Ltd., 1965.

CLARK, ELEANOR. *The Oysters of Locmariaquer.* Toronto: Random House, 1964.

STERN, L. & P. *Beyond Paris: A Touring Guide to the French Provinces.* Toronto: George J. McLeod Ltd., 1967.

notes

PROGRAM 3

PEOPLE AT DIPPER

The purpose of this program is to get inside the mind of an Indian band, and reveal their concept of 'the good life'. The problem for an outsider might be the very simplicity of this concept: either to miss it altogether, or to decide that it is unreal and impractical in twentieth-century society. The concept is this:

1. *These Indians, not merely existing on the reserve, but 'by the skin of their teeth' have survived until 1969.*
2. *'Poverty exists on the reserve but not loneliness', and the young men do not wish to leave.*
3. *'These are my people'. As a band in the past these Indians were a successful group; it is only as a band that they feel they can survive in the future.*

An outsider is structured to desire material progress, and to honour individualism. This program portrays a group whose concept of the 'good life' appears to be the opposite.

PROGRAM CONTENT

The locale is Dipper Lake in northern Saskatchewan, the home of a small group of Chippewyan "Treaty Indians". Their lives revolve around the lake and the woods; they fish for pickerel and whitefish, and shoot waterfowl and moose. The country is flat and wide and spacious, free and sunny in summer, and snowbound and frigid in winter.

The film shows how a successful moose-hunt provides pemmican and smoked meat, clothing and tents. A co-operative fisheries scheme flourishes because it encourages the communal spirit. Young boys attend residential school but return to Dipper to spend their life. They follow trap-lines in winter. An old Indian

makes a mysterious trip to an ancient cemetery, and a legend is told which reveals the ties between the living and dead. A growing problem is the population increase which may tax the capacity of Dipper Lake to support the Indians who have built their lives here.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Locate Dipper Lake geographically; deduce the vegetation and climate, then decide on the probable economy of the inhabitants. List these deductions on the board for comparison after the film has been shown.
2. Decide where these Indians originally came from; explain why they remained in this inhospitable section of Canada.
3. Identify "Treaty Indian", and explain the implications of living on a reserve.
4. Look at Canadian paintings depicting the North to get the feel of it.

SUGGESTED POST-VIEWING ACTIVITIES

1. Have the students decide whether they would like to live at Dipper or not. List on the board all the activities or experiences they would enjoy taking part in, and then all the things they feel they would dislike, or miss.
2. Discuss all the ways in which the Dipper people make use of their environment.
3. How do the Indians at Dipper Lake explain why they stay? Let the students consider their own feelings as they saw the way of life there, as well as discover the 'clues' mentioned in the film. Have them write an analysis of the Indians' feelings.
4. Have a debate between Indians who wish to remain on the reserve and those who are leaving to get a job outside.
5. Decide what the relationship is between the Indian band and the three religious scenes in the film: the church service, the legend in the cemetery, and the burial service.
6. Read a poem or story which suggests the love people have for the North — perhaps a poem by Robert Service, or a short story by the author Grey Owl.

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HOLMES, REX. *The Last Summer.* (Memories of the Peace River Country). Toronto: Baxter Publishing, 1965.

JENNESS, DIAMOND. *Indians of Canada.* National Museum of Canada, 1955.

REYNOLDS, E., ed. *A Book of Grey Owl.* Toronto: Macmillan, 1964.

The Way of the Indian. CBC Publications, Box 500, Toronto 1, (1961).

notes

PROGRAM 4

THE VIEW FROM ESKASONI

The purpose of this program is to expose the values of this Indian band, to show the adjustment of Indians to their geographic environment, to examine the role of the Indian in Canada, and to leave the way open for viewers to draw contrasts and similarities with his own life.

PROGRAM CONTENT

The tribe selected for study is that of the Micmac Indians on the Eskasoni Reserve in Cape Breton. At the time of writing this guide, the expectation is that students will get first-hand knowledge of the Micmac child, see his home environment, his contacts with non-Indians, and hear his comments on the world in which he lives. The second part of the program is concerned with the reactions of other Indian children and adults to his views.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Acquaint the students with the Maritime Region by means of maps and pictures.
2. Select several Indian bands from various parts of Canada including the Maritimes, and compare their methods of adjusting to their environment.
3. Locate the origin and route used by the first Indians to enter North America. Discuss methods by which archaeologists discover and date prehistoric peoples.
4. Read Indian folk-lore and stories of nature by Grey Owl and others with the intent of becoming acquainted with the values of the Indian in his natural habitat.
5. Show the Indians' contributions to the white man's way of life in Canada. Consider language, special skills, new foods, clothes, and transport.

SUGGESTED POST-VIEWING ACTIVITIES

1. Research, projects, and discussions could be developed relative to some of the following topics:
   - the advantages and disadvantages of being a "Treaty Indian"
   - comparison of the students' community life with that of a closely-knit Indian band as seen on the program
   - social activities of the Indian
   - economic endeavours
   - housing
   - political structure and right of independent action
   - individual and group aims
   - discuss implications of integration, assimilation, and annihilation of their culture.
2. Attempt a role-playing exercise in which the roles could be:
   - the Indian superintendent representing the Federal government

- the chief of the reserve
- an Indian who intends to leave the reserve
- an Indian who wishes to remain there.

3. For art period, paint a modern-day reserve as seen in the film or attempt some Indian art — masks, murals, clothing.
4. Listen to Indian music, such as the Nyanza Children's Choir, to discover its characteristics and its meaning for the Indians.

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CLARK, E.E. *Indian Legends of Canada.* McClelland and Stewart, 1960.

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NORBECK, O.E. *Book of Indian Life Crafts.* American Book — Stratford Press Inc., 1958.

REYNOLDS, E., ed. *A Book of Grey Owl.* Macmillan, 1964.

The Way of the Indian. CBC Publications, Box 500, Toronto 1.

A list of free publications may be obtained from Regional Indian Affairs Offices at the following addresses:

Southern Ontario: Medical-Dental Bldg., 1849 Yonge St., Toronto 7, Ontario.

Northern Ontario: P.O. Box 730, Fort William, Ontario.

notes

PROGRAMS ON BARCELONA

"All the world is heir of the Mediterranean. All the world her debtor. Much that is finest in modern civilization traces back to seeds of culture in the circle of the Mediterranean lands and transported hence to other countries." (Ellen Churchill Semple).

These two programs on Barcelona deal with the social aspects of life in this Mediterranean city and its past and present culture.

PROGRAM 5

SUNDAY IN BARCELONA

The aim of this program is to show the people of Barcelona and the way they enjoy life together. The importance of the sea in their past and present economy is also implied.

PROGRAM CONTENT

Music is the most outstanding characteristic of Catalonia. The film begins outside the medieval cathedral in Barcelona on Sunday morning where passers-by and tourists watch old and young dance the *Sardana,* the stately and disciplined national dance, to music provided by the *cobla,* an orchestral group. There is a general atmosphere of communal gaiety: the roving camera focuses on typical Spanish faces, the special dance shoes, and the woman selling balloons. People are leaving the church, and we notice the difference between the ancient Gothic architecture of the cathedral and the modern Picasso drawings on the other side of the square.

One of the dancers is a young girl, Maria-José, who has chosen to join in the *Sardana* as one way of celebrating her *Santo,* or saint's day. She then decides to rent a bicycle on the huge terrace which overlooks the city at Guell Park. Designed by the great Catalan architect, Antonio Gaudi, the park reveals this very personal and unusual style in the colour and mobility of the shapes and ceramic designs. The use of stone extracted on the spot balances the artificial with the natural setting of palm and cactus.

Finally, it is time for a birthday dinner at the restaurant across the harbour. The ferry makes its way past liners and cargo-boats, fishing craft and oil tanks, and we look back at a magnificent view of Barcelona guarded by mountains Montjuich and Tibidabo. We see too the towering statue of Christopher Columbus and the replica of his "Santa Maria", a reminder of Spain's colonial discoveries in the New World. The program ends with the climax of the birthday dinner and a final treat for Maria-José — a trip to the fun fair at the top of Tibidabo.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Map Work
   - Look at the Mediterranean Sea as an island sea protected on all sides by mountains, with only two narrow openings at Gibraltar and the Bosporus. Consider it as a natural water-way where seamanship, navigation and trade could develop and an exchange of ideas take place.
   - Look at the early peoples who made the Mediterranean significant, and discuss their contributions to our daily lives. Make an illustrated chart of these contributions.
   - Show the relationship of Barcelona to the sea and to France. Catalonia used to be a province of the Franks in the eighth century. Her ties are with France by sea and by the passes of the Pyrenees rather than with the interior plateau of Spain. This helps to account for the thriving state of her middle-class, and her spirit of independence and adventure.

SUGGESTED POST-VIEWING ACTIVITIES

1. Using information gathered during the program the following topics might be discussed.

   Social Customs:

   Note the mixing of people of all types and ages at the *Sardana* dancing, in the park, on the boat, and in the restaurant. In what ways are

the people and their way of life similar to or different from people and life in Ontario? Account for these.

Why would Maria-José celebrate a *Santo* rather than a birthday? What saint's day was she celebrating? If you could add another name to your own, what saint or other famous person would you choose?

The Port:

Develop the concept of Barcelona as a busy Mediterranean port: nationality of boats, imports, exports, kind of fishing.

What are the geographic implications of the vegetation?

2. Research, projects, or discussion could be carried out on the following:

The Catalan people:

origins; language; customs; independence; the *Sardana* compared with other folk-dances like the *Flamenco;* comparisons with French Canada; other regions of Spain and the present government.

Visitors to Barcelona:

Hannibal passed this city on his unsuccessful quest to conquer Rome; the Phoenicians, Egyptians, Greeks, Romans, and Arabs all knew the area and left their mark.

Spanish explorers in the New World and their effects.

3. Art:

Look at some of Picasso's work as an example of the inventive curiosity and need for experiment which are Catalan qualities. Picasso often tries to show an object from many sides at once; his people often have the attributes of flowers.

Make a "Gaudi" of fantastic, flowing shapes.

Make a Moorish mosaic of geometric design or a Gothic "rose window".

Discover the best-known architect in your area. Analyze his work. Are his designs functional or aesthetic? What are his purposes and principles?

4. Read the story of El Cid or Don Quixote.

5. Music:

Play a record of Pablo Cassals.

Wagner's opera "Parsifal" is based on the sacred mountain of Montserrat, thirty miles behind Barcelona.

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MORTON, H.V. *A Stranger in Spain.* London: Methuen, 1960.

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WALDMAN, L. & BUSSELLE, M. *Barcelona.* (Famous Cities of the World, a book of photographs). London: Spring Books, 1966.

notes

PROGRAM 6

BARCELONA: A CITY OF BUILDERS

The aims of this program are to focus on the continuous growth of Barcelona in response to the needs of its inhabitants and to present a boy's pride in his city, in both its ancient history and present dynamic activity and in the people who contribute to its lively atmosphere.

PROGRAM CONTENT

The program follows a small boy who presents his city and the life of its people to the viewers. As he walks through the busy streets, we see how the historical and modern development of this Mediterranean port have influenced not only where people live but also how they live. Barcelona has been, and still is, a city of builders.

The film begins on the broad tree-lined boulevards of Barcelona where the traffic is always fast and furious, and people are continually strolling, enjoying the sunshine and the outdoor cafés. In contrast, in the old Gothic Quarter, we see both the Roman remains and the narrow streets, old buildings, churches and tiny lanes of the medieval period. Above all we see how people are living a modern life within the confines of medieval architecture. We pass the Plaza del Rey, where King Ferdinand and Queen Isabella greeted Columbus after his discovery of America, and the modern Picasso Museum which is housed in an ancient mansion.

The boy looks at La Pedrera, an apartment building designed by Antonio Gaudi, and at Sagrada Familia, Gaudi's unfinished cathedral to the Holy Family. Gaudi was a unique builder both in concept and materials.

Finally, the film presents craftsmen maintaining the arts of glass-blowing, copper-beating and wood-working. The emphasis throughout is on the Spanish way of life and on the individuals who make that life so unique and colourful.

SUGGESTED PRE-VIEWING ACTIVITIES

The following activity could be an introduction to the suggested post-viewing activity on town planning and urbanization.

Discuss your own community:

a. What would you want to show on a program about life in your own community? What makes you proud of your own town or village? Why?

b. Why did people build here? Why are the buildings as they are? Do they

reflect the needs of the inhabitants through the years? Why and how may the community expand?

SUGGESTED POST-VIEWING ACTIVITIES

1. Town Planning and Urbanization:

   A lecture might be given by a local architect. Various aspects of town planning could be discussed by small groups. The themes followed could be:

   What do people build?

   Why do people build what they build?

   What effects do buildings have upon one's way of life?

   The above could be considered on two levels:

   What has been shown by the films about life in a Spanish city.

   What the students know about and see in their own community.

   Special problems: urbanization, air and water pollution.

2. After viewing the film the class might:
   - investigate Roman building: methods, town planning, motives in building, reasons for being in Spain.
   - discuss the medieval city: the reasons for and the significance of walled cities, narrow streets, open courtyards, huge cathedrals, (the problems and hazards).
   - discuss why Spaniards flood Barcelona from the interior: geography, economy, prospects, contributions, effects on Catalonian way of life.
   - examine ways a Spanish city looks different from a Canadian city: reasons; will new Spanish buildings look so different? Effect of the climate and architectural design on the great numbers of people outside – walking, looking, sitting.

3. Research and projects might be carried out on:
   - an interior region of Spain
   - the olive tree or the cork tree
   - glass and glass-blowing
   - bronze and bronze-beating
   - the antiquity of Barcelona: Roman remains can be explored thirty feet below the city streets; further study might include the Moorish influences on architecture or a look at the Gothic buildings of Barcelona.

4. Art:

   Gaudi's apartment building and cathedral indicate his love of growth, movement, unusual shapes and materials. Design a building with the atmosphere and purpose which are important to you.

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TREVER, ALBERT A. *History of Ancient Civilization, Volume Two, The Roman World.* New York: Harcourt, Brace and Co., 1939.

notes

PROGRAM 7

IN THEIR ELEMENT

This program presents the values of a coal-mining family in Nova Scotia, their economic and social circumstances, and the dynamics of change within their community.

PROGRAM CONTENT

At the time of writing this guide, the precise format of the program was not known. It is anticipated that the program will deal with coal-mining, a mining town, Glace Bay, and a mining family, with particular focus on the problems of the young children in this family. Possibilities for their future in local industry will be investigated, the past noted, and change observed.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Locate Glace Bay and the Sydney area geographically, and explain why and when mining first began there. Compare this area in importance with other areas in Canada.
2. Investigate the vocabulary: *shaft, tunnel, open-pit mining, ore, vein, levels, loose rock, backfill, sump, glory hole, faulting, wall-rock, boring.* Draw pictures or diagrams to illustrate.

SUGGESTED POST-VIEWING ACTIVITIES

1. With drawings or charts illustrate the following:
   - how coal is formed
   - types of coal
   - important by-products
   - use of coal
   - replacements for coal.

2. Use information gathered from the program:
   - discuss the economic circumstances of a coal miner.
   - evaluate the future of mining in this area.
   - discuss the value of the nearness of markets.
   - state the problems of re-location and re-training.
   - examine the transportation of coal.

- state what the miner feels are the main disadvantages in his occupation.
- look at the social activities, school life, stores, houses, and interests of Glace Bay miners.

3. Play mining songs and study their themes.

Construct models of mine-shafts.

Investigate mining tragedies (Spring Hill).

4. Investigate the Miner's Museum at Glace Bay; information and brochures may be obtained upon request. Note also the Miner's Choir of the same area.

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Mining Explained in Simple Terms. Toronto: Northern Miner Press Ltd., 1955.

REINFELD, F. *Treasures of the Earth.* New York: Sterling Publishing Co., 1955.

notes

PROGRAM 8

REFLECTIONS IN A HARBOUR SETTING

The intent of this program is to reveal the values, feelings and aspirations of a Maritime family in Halifax and to show their home and community structure within their economic and geographic environment.

PROGRAM CONTENT

The film introduces some people in Halifax who, through the use of newspapers and other media, have been exposed to life in Ontario. This exposure causes them to examine their own environment from a different perspective, and gives the viewer a glimpse of the character of the Maritime people.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Locate the Maritimes geographically, and determine how the physical features and ocean currents affect the economy and climate.
2. Play some sea chanties or Maritime folk-songs, and discuss how the themes reflect the experiences and feelings of Maritimers.
3. Have a member of the class who has visited or lived in the region describe his impressions of the Maritimes.

SUGGESTED POST-VIEWING ACTIVITIES

1. Compare life in the Maritimes with that of Ontario. Consider housing, schooling, recreation, economics, industry, or transportation.
2. Projects may be planned on:
   - a key industry of the Maritimes
   - a major city
   - a special cultural group (Acadians)
   - the influence of the sea
   - unusual phenomena
   - historical sites.
3. Have the class plan an interesting schedule for an imaginary visit to the Maritimes. You might include special activities, people to meet, places to visit, and souvenirs to bring home.
4. Read a story about a famous Maritime ship, or an action story of the sea; for example, the Bluenose or *Captains Courageous.*
5. Write stories, plays, paragraphs, or poetry about:

   "Life by the Docks"

   "Smugglers Hide in Halifax"

   "The Halifax Explosion"

   "A Halifax Student Visits Ontario".

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notes

PROGRAM 9

SUMMER IN ICELAND

The purpose of this program is to show how Icelanders have used ingenuity and technology to put their environment to good use.

PROGRAM CONTENT

This program shows the great variety of natural scenery, and city and farm life in both the southern and northern parts of the island. The film begins with a visit to a fish factory in Reykjavik, the capital, where the preparation of fish, their main export, is shown. During the summer holidays from May to September, school children from the city migrate to the farms along the fiords to assist the farmers in this thinly populated land. Iceland has many hot springs which the people have put to interesting heating and cooking uses.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Geographically locate Iceland, Reykjavik, the Vatna Glacier.
2. Discuss settlement by the Vikings and the relationship between Iceland, Greenland, and North America in their early voyages.
3. Given that the population of Iceland is 170,000, the population of Reykjavik is 90,000 and that two-thirds of the land does not produce vegetation, decide what type of economy Iceland might possess.

SUGGESTED POST-VIEWING ACTIVITIES

1. Using information from the film discuss:
   - how Icelanders make the fullest use of their natural resources; include the sea, land, geological formations, their ingenuity and technology, special problems and hazards, and the cost of living.
   - how the environment governs housing, transportation, communications, school, and crops.
   - how life in Iceland is different from Ontario, and why.
2. Research, projects, or illustrated charts could be carried out on the following topics.
   - "Iceland has been called the newest of the old nations, and the oldest of the new nations."

   Investigate:
   a. the relationship between strategic importance and modern prosperity.
   b. Iceland's geological features — its one hundred volcanoes, lava desert, geysers, glaciers, boiling mud, and fiords.
   - What more can Icelanders do to make their country productive and pleasant? Can lava deserts become good soil? What are further uses for glaciers and ice-caps? What are the uses for atomic heat? What new types of trees or shrubs could they have?
   - Viking settlements in North America.
3. Read a Norse Saga, and see whether the same characteristics appear in modern Icelanders (like those in the film).

Bibliography

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notes

PROGRAM 10

PEOPLE OF THE NIGER DELTA

The purpose of this program is to show in depth how the people of the Niger Delta live in harmony with their environment.

PROGRAM CONTENT

The Niger Delta in southern Nigeria lies only a few degrees north of the equator. This is an area of dense tropical jungle and impenetrable thickets. Beyond the area of the few towns, the Delta people live in simple, palm-thatched villages built along the banks of rivers. Here they harvest a little raw rubber from the trees for market, but they are mainly dependent upon fishing and the vegetables which they grow in their forest clearings. Each family owns at least one canoe for transport since travel in the Delta is entirely by water. Besides normal village life, students will see the processes of rubber-tapping and home manufacture, coconut and cassava gathering, and fishing methods. The film also shows the ordinary activities of food preparation and child care.

SUGGESTED PRE-VIEWING ACTIVITIES

Using maps: locate Nigeria and the Niger Delta; discuss the formation of the Delta, how jungles arise, where the jungles are, and what jungles look like.

SUGGESTED POST-VIEWING ACTIVITIES

1. The class might discuss the ways that the Delta poeple live in harmony with their environment; include their housing, clothing, domestic animals, food, occupations, and transportation. What examples do we see of the "culture of habit" in the life of these people? What are the evidences of change? You

could compare life in the Delta and Ontario or the Delta and Iceland, accounting for similarities and differences. Discuss the importance of climate, vegetation, and location in determining the way of life. How would war affect the economy?

2. Research, projects, or discussion on the following:
   - a study of some aspect of the jungle, considering interesting trees, plants, insects or animals and how they adapt to their environment
   - a particular tribe: their characteristics, way of life, adaptation and achievements
   - a famous explorer and his contributions
   - special qualities or arts connected with people living in the jungle
   - the rubber industry
   - is progress a valid ideal in the Delta?
3. Art: draw or paint an interesting example of Delta flora or fauna.
4. Music: listen to some Nigerian folk-music; discuss the importance of the instruments and the voices in creating an effect.
5. Literature: read Camara Laye's book, *African Child.* It is an autobiography with special emphasis on his early childhood.

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SANDERSON, IVAN. *The Book of Great Jungles.* Julian Messner, 1965.

notes

PROGRAMS 11 & 12

TO YOU FROM TRINIDAD
MAKING MUSIC

Two programs on Trinidad and Tobago present a picture of a young, developing nation working towards improvement of its social and economic life. Despite a large population and considerable economic, cultural and social contrasts, these islands do contain the elements for prosperity: some important resources, a good climate, an amicable population, and a stable government. Their long association within the British Empire and Commonwealth encourages a special interest in their achievements.

PROGRAM CONTENT

As this guide goes to press, the programs are still in process of formation. Content is expected to be along the following lines. Although the geography and history of Trinidad and Tobago will be referred to in the programs, the emphasis will be on the present.

Perhaps reflecting the "twinning program" between schools in Ontario and the West Indies, a look into a classroom in Trinidad should lead out to a view of some of Trinidad's major activities, economic and social.

In the second program, through the music of the steel band, we may be given the best glimpse into the country's past and its aspirations for the future.

SUGGESTED PRE-VIEWING ACTIVITIES

1. The West Indian islands are popular tourist islands for people from our continent. Perhaps a parent who has visited one of the islands would like to speak to the class and show pictures.
2. Bring some coconuts into the classroom. Let students examine and taste them. How are they used in the West Indies?
3. Experiment with sounds that can be produced by cutting tin cans into different lengths. Can you produce music? Play a record by a steel band.
4. Explain with maps why Trinidad has wet and dry seasons rather than seasons like ours.
5. Familiarize the students with the West Indian area on a map. Mention Windward Islands, Leeward Islands, proximity to South America, geological relationships to mountain ranges in Central America and the western United States and their effects on the islands' geography.

SUGGESTED POST-VIEWING ACTIVITIES

1. Perhaps your class would like to be "twinned" with a school in the Caribbean. For brochures and application forms contact:

   Mr. G. J. Mason,
   Co-ordinator,
   Special Projects Section,
   40 Eglinton Avenue East,
   Toronto 12.

2. Research, projects, illustrated charts or discussion on:
   - the petroleum industry
   - sugar plantations, refineries, and their products
   - special problems in Trinidad
   - tourism and its effects
   - West Indian music: its origins and special effects
   - racial origins of the population — why they came and their special contributions
   - distinctive natural phenomena in Trinidad: Pitch Lake, Caroni Bird Sanctuary, mangrove swamps; description and value
   - buried treasure: location and methods of recovery
   - impressive West Indian pirates — when, why, effects.

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PEOPLE AND PLACES